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pupils will be selected. The following week one member of the class will teach the lesson to the Seventh or Eighth Grade, while the other members will observe.

The rest of the month will be given chiefly to a discussion of methods of teaching, of the correlation of cooking with other subjects, and of the value of such work in the training of the pupil.

References: Mrs. Wilson, *Handbook of Domestic Science;* Goodfellow, *Dietetic Value of Bread;* Richards and Elliott, *Chemistry of Cooking and Cleaning;* Mrs. Abel, *Practical, Sanitary, and Economic Cooking*, pp. 81–106; Lassar-Cohn, *Chemistry in Daily Life*, pp. 87, 96, 108; Sedgwick and Wilson's *General Biology*, pp. 184–200; Jago, *Science and Art of Bread-Making;* Government Pamphlets, Bulletins 34, 35, 67, 112; *American Kitchen Mag zine*, Dec., 1900; also Vol. 7, pp. 3 and 195.

Cooking in the Primary Grades

Flora J. Cooke

During this month but little actual cooking will be done, as another phase of school economics seems more important and essential to the children at this time.

The question will be the simple purification of water for drinking. They will attempt to make pure enough for drinking the water from the hydrant, and that which they bring home from the lake and the swamp. The same problem in another form will be presented during the month—i. e., to get sugar from maple sap. For this purpose they have as usable knowledge their observations in all the previous cooking lessons, their practical experiences at home, and many general observations in regard to moisture.

As a direct preparation for next month's work in planting the garden, the children will make a record of what they have observed concerning the absorption and evaporation of water. In this connection, to correct false impressions or clear up vague images, they may need to prepare and to cook again various foods used in previous months.

In the Third and Fourth Grades the children have already asked questions and made surmises which will make necessary some or all of the following experiments:

Number: Requiring work in volume, area, weight, time, and lines, in addition to subtraction, multiplication, division in whole numbers and fractions.

Evaporation: In the work in cooking last month the children discovered that when rice was soaked over night in a certain amount of water there was always some of the water which had not gone into the substance, for which they could not account. It was necessary to have enough water to cover the rice during the time it was soaking, and they could not estimate the necessary amount. This month we shall have the following explanatory experiments in evaporation. These will also give some useful data for their garden work in May.

Problem: What affects the rate of evaporation?

1. Series of simple experiments with two tin water vessels of equal size, placed under varying conditions.—Fill the vessels with water; weigh them. Close one of the vessels, leave one open. Place them in a warm, light place for a certain length of time; weigh again. Place in a cold, dark place. Place near the ceiling, near the floor, outdoors, etc., for the same length of time. Compare the results. What caused the differences observed?

2. Series of experiments with the following tin vessels, each having a capacity of 16 cubic inches, but of varying depths, shapes, and areas of exposed surface. Open surfaces of boxes: 4 x 4, 8 x 2, 16 x 1, 2 x 2, 8 x 1, 2 x 1, 2 x 4, 1 x 1, 1 x 2. Fill these with water and subject them in sets to the above conditions. In accounting for the differences noticed, it will be necessary for the children to find the contents of each box, the area of open surface, the relation of the open surfaces to each other, the weight of each before and after a certain period of evaporation. Record the conclusions made by the children. See if they use these results to explain what they tried to find out last month. How does it explain other things which they constantly see, as the drying of clothes, of the

soil, etc.? Discover if they see any connection between this work and the formation of clouds, rain, but do not force them to make inferences. (See First and Second Grade Outline.)

Correlated reading, writing, and language lessons will be used constantly as means to clear imaging, but the children will not be limited to any fixed form or mode of expression. Their effort will be to make themselves understood, and their work will be criticised from that standpoint.

It will be seen that this work is quite as well correlated with the subject-matter for the Third and Fourth Grade pupils, who are studying the necessities of a city and the qualities required in good citizens, as with that of the First and Second Grade children, for whom it was originally planned.

Answers to Questions

COLONEL F. W. PARKER:

Dear Sir,—I am reading and discussing with my teachers your *Talks on Pedagogics.* We begin to see through a glass darkly the bearing of the great truths you utter, the terrible inadequacy of our work, due to our false aims; and yet we have to console ourselves with our helplessness unless the public would allow and our superiors in education require us to do differently. You certainly, sir, in my case at least, I am sure, accomplish one thing—a hungering and thirsting for better things, for the truth in education.

But we have now come to your chapter on school government, and I grant the truth of your contentions about the necessity of training the child's will, of giving him a chance to choose, etc. But I cannot see how in schoolroom practice, with children as they are, with homes as they are, we can get along without resorting to expedients other than letting the scholar choose the right if he will, or when he will, as you seem to suggest. For instance, on p. 365 you say: "If a child commits a crime against the school, an immediate punishment may settle the case and bring quietness, if this is the end to be worked for; but it does not educate the child. He has no choice; he is not led to rule himself; he is compelled to comply through fear." Now, of course, you do not mean here a beginner in school, or one who has done something he did not already know he should not do, but rather, I suppose, you mean one who has done something that the teacher thinks is wrong, but he—the child—does not think is wrong. Then, of course, all you say applies. But suppose the scholar does purposely and willfully what he knows to be wrong, and which he fully admits is wrong (and they will so do, and admit it and persist in the doing, and are the ones who cause all the real difficulties in discipline), what shall we do with him? I work on these plans and principles, and I will be wonderfully obliged if you will criticise them constructively. I mean, give something where you take it away.

The case:

I am responsible for a grammar school.

Nine teachers out of ten are poor disciplinarians. (You say, get good ones—impossible.)

Problem: How to get the best of it. (This I wish you would criticise, pro or con.) I instruct teachers to do their utmost to keep things right with the least possible pressure, but if a child willfully and purposely and repeatedly violates well-established standards of conduct and order, his written record of conduct suffers accordingly, and justly so, for he has no right to be rated equal to his mates who do well. When he has lost one hundred demerits, he is to *be brought* by his teacher to me for a hearing. If he continues, he must write sentences for his marks hereafter until he loses two hundred, when he must be *brought* for a second hearing; and for marks after two hundred to three hundred he must take notices of his misconduct home to his parents; and when he has lost three hundred he will be suspended for a time, and readmitted, to be brought before the Board of Education at his next suspension.

During all this time I do, and try to get the teachers to do, just what you advocate—train the child to choose to do the right because it is right.